

Programme 99.†

L₂

(April to July, 1924.
September to December, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth: (a) *Prophets and Kings*, pp. 35-50; new edition, pp. 74-97 (omit questions), (P.N.E.U. Office, 2/-). (b) *St. Luke's Gospel* (S.P.C.K., 9d.), chapters 16-24. [Suitable parts from chapters in *II. Samuel* xi., xii., xviii., and *I. Kings* iii., iv., viii.-xiii., xvi., inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional): (a) *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). (b) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Book of the Long Trail*, by Sir Henry Newbolt (Longmans, 2/6), pp. 53-118, omit questions and notes. (e) *Mackay of the Great Lake*, by C. E. Padwick (C.M.S., 3/-).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 99th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1924). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Times 1/9, Words 4d.).

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *The Merchant of Venice*, or from Poetry Books set. Two perfectly-written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully. Words not known to be visualised (see *Home Education*, pp. 240-243): then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and geography.

Composition (written or oral. Narration daily after each lesson).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc., from well-written papers. Write descriptions of visits to various parts of the Empire.
- B Stories from the term's reading. Children in B who cannot write easily may narrate part. Take the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

- Parse and point out Subjects, Verbs, Objects.
- A Meiklejohn's *Short English Grammar** (2/-), pp. 52-79, 124-135, or, *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9), pp. 61-84.
- B *Short English Grammar*,* pp. 18-25, teacher adding exercises, or, better: *The Parts of Speech*,* pp. 15-27.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), (1649-1714), pp. 494-606.

French History.

- A *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 201-217, to be contemporary with English History.
- B *Stories from French History*,* by E. C. Price (Harrap, 5/-), pp. 211-218 (or work with II. A), or, A & B *The Story of France*,* by Mary Macgregor (Jack, 10/6), (1649-1714).

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 5. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied during the term: see Notes by Miss Bernau (P.N.E.U. Office, 4d.). *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 289-312.

Citizenship.

- A North's Plutarch's *Lives: T. Q. Flamininus* (Dent, Vol. IV., 2/-): teacher to read suitable parts with careful omissions, or, *Our Empire Story*, by H. E. Marshall (Jack, 10/6): *Australia*, pp. 125-179. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 81-120.
- B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 130-189, or, *Our Empire Story: New Zealand*, pp. 183-241.

Geography.

- A & B *The Ambleside Geography Books*, Book III.* (P.N.E.U. Office, 4/-), pp. 148-179. Map questions to be answered from map in Geography Book and then from memory before each lesson. *Round the Empire*,* by Sir George Parkin (Cassell, 3/-), pp. 97-122. *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 1-23, or Hakluyt's *English Voyages** (Marshall, 3/-), pp. 96-144. Philips' *Modern School Atlas of (a) Comparative Geography* (5/-), (b) *Commercial Geography* (3/6), or together (7/6). All Geography to be learnt with map. Weekly exercises on the map of the British Empire; see maps 8 and 11. Children to make memory maps; see also tests under "Guiding." Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-). Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

Natural History, etc.

- A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/-), pp. 1-34 (children should make the experiments where possible), or, (A), *An Introduction to Elementary Botany*, by C. L. Laurie (Allman, 1/6), chapters 6-9, inclusive. Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for May to July with drawings and notes: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. Learn the songs of six birds. Tests under "P.U.S. Scouting" (P.N.E.U. Office, 6d.), or "Guiding."
- A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 233-268.
- B *Life and Her Children*,* pp. 33-66.

Picture Study.

- A & B Reproductions* of six pictures by Pintoricchio (P.N.E.U. Office, 2/-). Teacher see notes in the April Parents' Review, 1924.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

- A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 3/6), pp. 52, 53, 85-96. Revise Tables.
- B *A New Junior Arithmetic*,* pp. 1-33, or, continue. Much care with tables and rapid oral work. For teachers' occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).
- Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

Beginners may work from *Practical Geometry*, by H. Hall and F. Stevens (Macmillan, 2/-), pp. 1-78.

- A *A School Geometry*,* Part I., by H. Hall & F. Stevens (Macmillan, 1/6), pp. 20, 24, 70-72, or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6) 9, 17-19, 22-25. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

- A Scott and Jones' *First Latin Course** (Blackie, 2/6), pp. 44-65; continuous passages to be followed by narration, or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 8, 9, 10, 24-27; with corresponding exercises, questions, and vocabularies.

French.

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-). Teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French:—A, Lessons 19-22, B, 1-3, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), A, pp. 51-62; B, 15-26.

- A & B *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, A, *Frimousset*, by Jaboune & Pinchon (Evans, 2/6), or, B, *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

- A Studies of trees, following method in, but not copying, *The Art of Drawing*, Album 2, Part 1 (Philip & Tacey, 1/3).
- A & B Six (a) wild flowers, (b) studies of animals, that you have been able to watch, in brushdrawing. Original brushdrawings from scenes in books set for reading, and from Empire stories. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio: for subjects see April P.R.

Recitations.

- A & B Two suitable passages of about twelve verses each from (a) II. Samuel, xxii., (b) St. Luke's Gospel. Two hymns. A scene from Shakespeare's *The Merchant of Venice*, or, two poems from *Lyra Heroica* (Macmillan, 3/6). *The Empire's Honour*, a pageant by The Hon. Mrs. Lyttelton Gell, may be learned (P.N.E.U. Office, words 2d., music 1/-).

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day. *Our Empire Story*, by Mrs. Marshall (Nelson, 10/6).
- Shakespeare's *The Merchant of Venice** (Blackie; Plain text Edition, 6d.).

- A Scott's *Peveril of the Peak** (Collins, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 68-97.
- B *The Heroes of Asgard** (Macmillan, 4/6), pp. 1-58. *The Children of the New Forest*,* by Captain Marryat (Oxford Press, 1/6).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Handel) to be heard: see *Parents' Review*, April, 1924.

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). See also Programme of Music. Three French songs: *Tout est Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 11 and 12, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 2/6).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6): make six models. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St. Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 1/6 each). Help in a pageant for the "Save the Children Fund," address: 24 Langham Street, London, W.1. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under "P.U.S. Scouting" or "Guiding."

N.B. 1.—In home schoolrooms where there are children in A as well as in B both forms may work together, doing the work of A or B as they are able, but more work must be expected from A.

N.B. 2.—Each child should have a copy of all books, etc. marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/- cotton, 2/9 silk). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, P.U.S.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—A P.U.S. Children's Gathering will be held at Wembley at the British Empire Exhibition on June 13th and 14th. For reading, songs, recitations, hymns in this connection see the April *Parents' Review* under "Our Work."

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FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. How was the news of the death of Absalom brought to David? In what way was it part of David's punishment?
2. What was Solomon's answer to God's question,— "Choose what I shall give thee"? What did God promise him?
- A 3. What do you know about Rehoboam? What lessons may we learn from his conduct?
- II. A & B 1. (a), "Receive thy sight." (b), "Show Me a penny." (c), "Woman, I know him not." On what occasions were these words used? Tell the whole story in one case.
2. Give an account of one of our Lord's appearances after His Resurrection.
- A 3. Write out the parable of the Unjust Steward. What explanation did our Lord give, and what lessons may we learn?

Writing.

A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared).

Arnold-Forster's *History of England*,—(A), the verse on page 6; (B), page 16, "I am . . . my life."

Composition.

1. A letter describing (a), the P.U.S. gathering at Wembley, or, (b), "What I saw in the Australian section," or, (c), some favourite books. The letter should be sent to one of the children who wrote for the June *Parents' Review*.
2. A story in prose, or verse, about one of the following,— Sir Geoffrey Hudson, Ceyx, Portia, Odin, Sir Francis Younghusband,
- or, 2, Describe your favourite scene from *The Merchant of Venice*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
*"I clean the brushes, the colours I grind,
 Prepare the palettes, the studio sweep;
 When my master paints, I stand behind,
 And I paint, myself, when he is asleep."*
2. Name and give examples in sentences of the nine tenses of the English verb, using different verbs,
- or, 2. Write six sentences, using verbs of making, thinking, calling (Active and Passive Voices). Underline Subjects and Objects with their complements.
- B 1. Parse each word in line 4 of above.
2. Make 6 sentences (*a*), using a noun, an adjective, an adverb, a pronoun and a conjunction in each, or, (*b*), using 2 nouns, an adjective, an active or a passive verb in each.

English History.

- A & B 1. Give an account of Cromwell as the Lord Protector of the Commonwealth.
2. What do you know about two of the following,—(*a*), William of Orange, (*b*), the Duke of Marlborough, (*c*), Sir Isaac Newton, (*d*), John Bunyan?
- A 3. Describe the fight for the carrying trade in the time of Cromwell.

French History.

- A 1. Describe the Court of Louis XIV.
2. What do you know of (*a*), Colbert, (*b*), the War of the Spanish Succession?
- or, B 1. Describe how Monsieur le Baron and his family lived in the time of Louis XV.

General History.

- A 1. Give an account of the toys and games used by children two thousand years ago.
2. "The Emperor's method of governing was peace in the provinces; bread and games in Rome." Describe these doles and the games.

Citizenship.

- A 1. "Then was seen the power of men's voices; for crows fell down." Tell the whole story in this connection,
- or, 1. Give some account of the founding of Sydney.
2. Give an instance to show how the gentle courtesy of Titus won him many friends,
- or, 2. Describe the expedition of Wills and Burke (Australia).
3. What are the four great rules in English law? Explain how each works.
- B 1. Tell the story of (*a*), Postumius; or, (*b*), George Bass and Matthew Flinders (New Zealand).

Geography.

- A 1. Give a rough sketch-map of Hertford and Bedford, putting in the boundaries and chief towns. Describe the two counties.
2. Describe the position, climate and scenery of New Zealand. What do you know of its history? Maps.
3. Give a short account of the sea power of the Phoenicians who dwelt about the Mediterranean Sea before written history began,
- or, 3. Describe the Third Voyage of Martin Frobisher.
- B 1. Describe the Fen Country. What are the boundaries and chief towns of Lincolnshire?
2. What do you know about (*a*), the Fiji Islands, (*b*), Vancouver, (*c*), the Cook Islands?
3. Tell how the Romans fought their first sea fight,
- or, 3. Describe Newfoundland as in the letter sent to Sir Richard Hakluyt.

Natural History.

- A 1. How would you make a plan that shows the sun and planets?
- or, 1. Describe, with drawings, the parts of a buttercup and a sweet pea.
2. Sketch the life of the common tortoise-shell butterfly. Drawings.
- A & B 3. Make (*a*), a list of the birds whose songs, or notes, you can recognise, (*b*), a list of ten new wild flowers you have seen, and describe six of them.
- B 1. What is a planet? Have you seen one? Give the names of the planets and say what you know about one of them.
2. Describe a hydra and a jelly-fish. Can you draw one?

Picture Study.

- A & B Describe "Æneas Piccolomini on his way to Basle," by Pintoricchio.

Arithmetic.

- A 1. A cow and two pigs were bought for £20. The cow was sold for £11. What must each pig be sold for in order to gain £1 on the whole transaction?
2. Find the L.C.M. of 17, 20, 34.
3. A gardener has 57 snowdrops, 39 crocuses, and 114 irises to plant in pots. Each pot can hold the same number of plants. Without mixing them, how many plants could he have in each pot?
- B 1. If an entrance ticket for Wembley costs 1/6, how many people can see the Exhibition for £4 : 10 : 0?
2. How much would it cost to cover the floor of a room 18 feet long and 16 feet wide at 6d. a square foot?
3. Divide 2870 by 82 and £207 11s. 4d. by 67.

Geometry.

- A 1. Problem: To bisect a given angle.
2. What two conclusions can you draw concerning the line that bisects the vertical angle of an isosceles triangle?

or, Algebra.

- A 1. Find the value of $-4c^4d + 6c^4d - 8c^4d + 10c^4d$ and simplify $9x - (5x - 2x)$.
2. I had $\left(\frac{8b^2c^2}{7ac}\right)$ marbles and lost $\left(\frac{9ab}{3bc}\right)$.
If $a=8$, $b=7$, $c=2$, how many had I at first, and how many had I left?

Latin.

- A 1. Make up six Latin sentences about Julius Cæsar, using the words: *vulnus*, *transeunt*, *pedes*, *hostes*, *cingunt*, *imperat* (Scott), or, translate sentence 6 of all exercises § B on pp. 80-82 (Young Beginners' Latin Book).
2. Translate p. 95, § 103 A (Scott), or, make up six sentences using: *good king*, *great river*, *rapid bird*, *happy dog*, *sad slave*, *small girl*.
3. Construe each word of § 86, p. 45, sentences 1-4 (Scott), or, translate into Latin Ex. 14, p. 60, sentences 9-18 (Young Beginners).

French.

- A 1. Say what you can, in French, about *Le Nid* (p. 83, Siepmann), or, *Le Cheval* (p. 53, Thémoin).
2. Read Siepmann, p. 78 (20), *Un jour . . . voiture*; make sentences of your own with a different part of each verb used; or, describe, in French, how you would write a letter.
B 1. Give the French for 6 people or things in the picture on p. 7 (Siepmann), or p. 24 (Thémoin), and say something in French about each of them.
2. Make six sentences (*a*), using the present tense of the verb *to be*, or, (*b*), that you would use in a French fruit shop.

Drawing.

1. An original illustration for (*a*), a scene in Australian history, or, (*b*), *The Merchant of Venice*.
2. Sketches of two animals you have watched.

Musical Appreciation.

What works of Handel have you heard this term? Tell what you can about one of them.

Recitations.

Father to choose a hymn, a poem, or, a scene from *The Merchant of Venice*, and two passages from the Bible Lessons.

Reading.

Father to choose an unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the child has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of any subject in the examination.